

Curriculum Briefing 2026 Art



Learners driven by Passion . Leaders guided by Values
Respect . Responsibility . Resilience . Integrity . Care . Harmony



WestSpring
PRIMARY SCHOOL

AIMS OF ART EDUCATION IN SCHOOLS

Recognizing students as **key agents of learning**,
the aims of art education in schools are

- to develop all students as **active artists** and **informed audience** with



visual inquiry skills
to discover and
explore their
surroundings



curiosity, imagination
and enjoyment in
art making and
art discussion



confidence in working
individually and in groups
to focus ideas and
create artworks



awareness of and respect
for histories and cultures of
key artworks and artists in
Singapore and the world



The 3Es Teaching and Learning Approach — **Experience, Empower, and Extend** — guides students in understanding Art as a way to learn about themselves and the world around them.

EXPERIENCE

EMPOWER

EXTEND



Students make connections with their live experiences through exposure to various artworks.



Students engage in artistic processes to communicate ideas and facilitate innovation.



Students having the ability to engage in thoughtful analysis and critique of artworks, considering both personal interpretations and broader societal perspectives.

Mission

To guide every West Springer to enjoy Arts, discover and ignite passion and aspire to excel in the Art domain.

ART IN WEST SPRING PRIMARY SCHOOL

To develop a fuller range of our students' passion and talent, our school's art curriculum across all levels presents ample opportunities for creative self-expression in varied modes.

P1 & P2

development of fine motor skills
(e.g. mark-making, colouring, 3D modelling, collaging)



P3 & P4

exposure to art concepts, techniques and approaches in art making
(e.g. Pop Art, Surrealism, Museum-Based Learning)



P5 & P6

experiment with new ways to use materials and tools to make art
(e.g. new media - digital art, 3D sculptures)



ASSESSMENT

Although art is a non-examinable subject at the primary level, assessment in art is used to support the holistic development of our students to promote continuous growth and learning.

Use of visual qualities

Personal Response

Use of tools and materials

Level of Engagement

Example of Art Rubric

Art Project: Surrealism		
Name:	Criteria	Performance
	Identify and distinguish visual qualities of Surrealism.	e.g. Competent
	Use characteristics of Surrealism to create a Surrealist scene.	Developing
	Display confidence and skill to draw and paint the artwork.	Competent
	Show sustained participation in learning about Surrealism and in creation of his/her own Surrealist artwork.	Accomplished

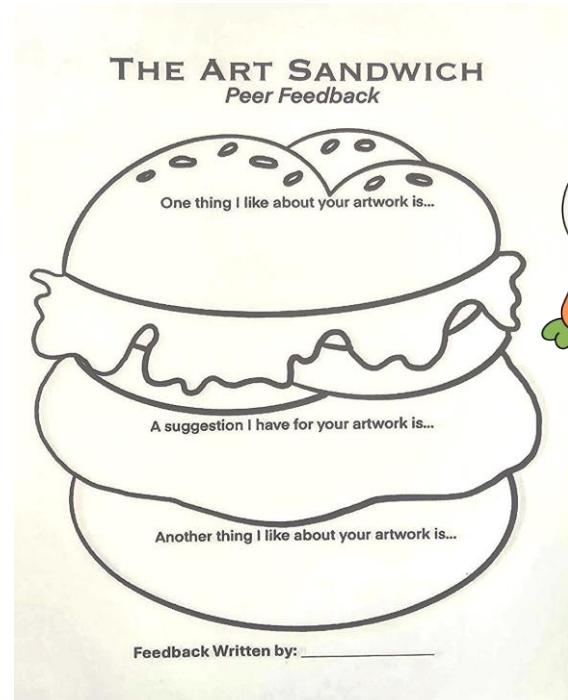


ASSESSMENT

Your child will also have self and peer assessment activities to promote the skills of reflective practice and self-monitoring.



E.g. : Creation of an artist statement



E.g. :
Peer
Feedback
activity

PORTFOLIO

A3 Art Portfolio is used to document students' process work and artworks.

It serves as a comprehensive view of our students' developments and accomplishments over a period of time and showcases their choice and voice.

Students will use the file until Primary 6.

SELF-PORTRAIT

Name: _____ Date: _____

The chosen expression for my self-portrait is _____

This checklist is to be completed by your partner. Partner's Name: _____

Type of Features

Face shape:	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Hair style:	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Please tick in the correct box that is most similar to _____'s facial features and hairstyle.



Artist Statement

ART PROJECT:

CIRCLE WHAT YOU USED TO MAKE IT:

CIRCLE HOW YOU FEEL ABOUT YOUR PROJECT:

WRITE ABOUT YOUR ARTWORK:

Peer Feedback

Is your friend's artwork

CREATIVE?
Unique Detailed Interesting

Does it have good

CRAFTSMANSHIP?
Neat Careful Clean Considered

Is it nice and

COLORFUL?
Balanced Meaningful Solid Appropriate

Is the artwork

COMPLETED?

Name: _____ Space filled _____ Followed directions _____

Other comments: _____

Commented by _____



HOW CAN PARENTS

SUPPORT AND HELP?

Family time activities at home

- create an artwork together with your child.



- Frame your child's artwork at home which builds his or her confidence.
- Explore the park with your child to stimulate his or her senses and feelings.
- Family visits to the National Art Gallery, art museum and other art exhibitions.
- Support your child in drawing connections between their school art experiences and the world around them. Encourage them to analyze visual information in their surroundings, delve into the artistic choices made by creators, and form opinions about the meaning and impact of artworks.



4-way test (2003)
Victor Tan



Seeds (1995)
Han Sai Por



Thank
You

